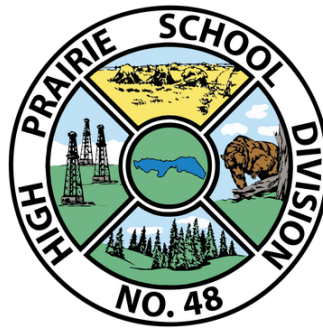


PRAIRIE VIEW OUTREACH SCHOOL 2024-27 EDUCATION PLAN (YEAR 3)



Mission

We provide secondary students an alternative learning environment that allows for flexible, individual pathways to success.

Vision

We support students in unlocking their personal potential and finding direction in life. We measure success on an individual basis.

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MESSAGE FROM THE PRINCIPAL

This 3-Year Education Plan for Prairie View Outreach School reflects our ongoing commitment to improving student learning, strengthening school culture, and ensuring that every learner experiences success in a flexible, supportive, and inclusive environment. Guided by the joy of teaching and learning, we acknowledge our achievements while focusing on key priorities such as literacy and numeracy development, meaningful parental involvement, the development of positive student citizenship, and the integration of Indigenous culture and curriculum. This plan supports academic, social, emotional, and citizenship growth while preparing students for post-secondary pathways, careers, and life beyond school.

At Prairie View Outreach School, we foster a flexible and supportive learning environment where students can explore and develop their strengths. Strong relationships, responsive programming, and a culture of belonging support engagement and success, allowing students to learn through individualized pathways that meet their needs.

Literacy and numeracy remain central priorities. These foundational skills are supported through targeted instruction, flexible programming, and individualized supports that help students build confidence and competence across subject areas.

We value parents and guardians as essential partners in education and continue to strengthen communication and collaboration between home and school to support student engagement and success. Indigenous culture, perspectives, and curriculum are meaningfully integrated through collaboration with Indigenous Education Coaches and Elders. This work supports reconciliation, cultural understanding, and a stronger sense of identity and belonging for students.

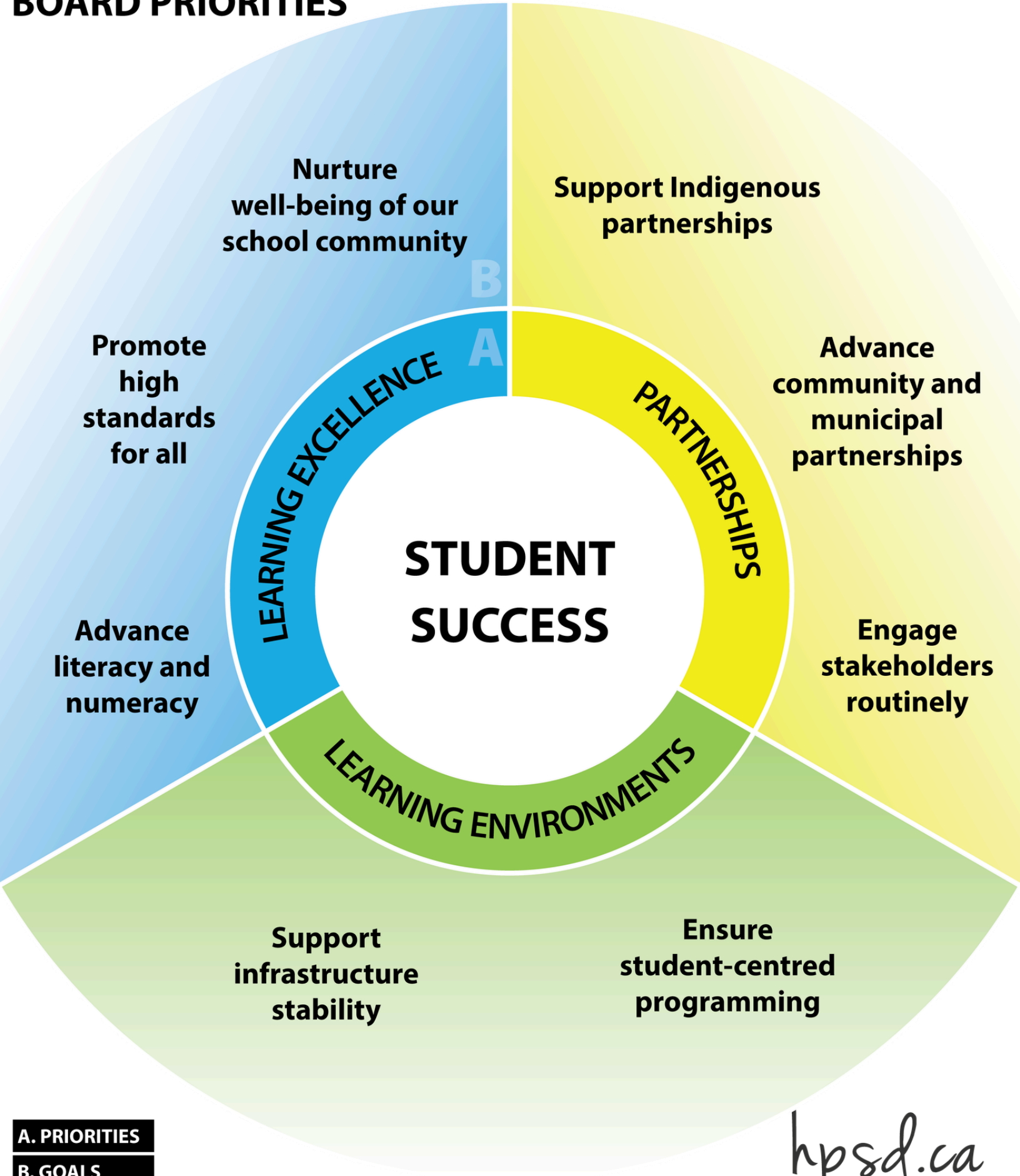
As an outreach school, we provide flexible pathways, individualized scheduling, and adaptable coursework to reduce barriers and support students whose needs are not fully met in traditional settings. Collaboration with E.W. Pratt High School expands student opportunities through access to option classes and cross-enrollment when scheduling conflicts arise, ensuring greater flexibility in meeting graduation requirements.

Grounded in respect, inclusivity, excellence, and community connection, staff are committed to maintaining a safe and supportive environment where students feel valued and empowered. Moving forward, we will continue focusing on improving academic achievement, strengthening cultural responsiveness, and enhancing family engagement, while sustaining a learning environment centered on the joy of teaching and learning.

In closing, we extend sincere thanks to the School Board, School Council, High Prairie School Division leadership, staff, parents, guardians, and Indigenous partners for their ongoing support and collaboration. Together, we will continue to build on our strengths, advance the goals of this plan, and foster the joy of teaching and learning while ensuring success for all students at Prairie View Outreach School.

Hassan Bouakir, Principal
Jaime Erasmus, Vice Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

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Effective September 2026



Principal / Vice-Principal
Hassan Bouakir / jaime erasmus

About Us

Prairie View Outreach, a part of High Prairie School Division, is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our school offers an alternative learning environment to a student population of approximately 109 students in grades 9 to 12 as well as approximately 27 students who blend with PVO from EW Pratt, Kinuso, and Roland Michener School. Programming is individualized, flexible, and offered within a small, personal setting. The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, and skating rink. This is in addition to facilities located in other schools operated by High Prairie School Division.

About the Plan

This plan has been developed in consultation with teachers, coaches, support staff and students. We have continued to have less consultation and collaboration opportunities with families and communities this year. Engaging our school community in the planning is built into strategies in the upcoming school year.

SUCCESSSES

- Strengthened relationships with students by providing a flexible, and supportive learning environment.
- Supported students in earning credits and making progress toward graduation despite significant personal and academic barriers.
- Increased student engagement and reconnected students who had previously struggled with attendance or school participation.
- Continued to provide individualized pathways to success that meet students where they are academically and emotionally.
- Fostered a culturally respectful environment that supports Indigenous students, positive citizenship, families, and community connections.
- Expanded opportunities for students through hands-on and practical learning experiences.
- Demonstrated strong staff collaboration and commitment to supporting student well-being, resilience, and growth
- Staff resilience, professional learning and flexibility
- Most courses except for Math and a few CTS now fully onto Google Classroom.
- Were able to visit other outreach schools through PD to get new ideas and find ways to improve.
- Worked collectively to overcome challenges as they arose.
- Very collaborative group, able to speak openly and make decisions together.
- Student resilience, perseverance and academic achievement
- High level of participation in educational events including Indigenous Education events and field trips.
- Skating, swimming, skiing, bowling, curling and golfing trips have helped build community and strengthen relationships as well as adding variety to PE.
- Changing to a quarters system has resulted in better student pacing.
- Development of student tracking sheets to help students pace themselves.
- Movement of academic 30 level to EWP has resulted in higher student success in diploma courses.
- Seven graduates this year!!! For PVO, this is a huge number so we are very proud.



Continued student supports

Consistency in program delivery including Wellness, Indigenous Education Coaches (IEC), Career Coach, divisional psychologist who provides student assessment and counselling, and support for teachers in addressing student needs

- Sharing circles, smudging
- Bowling, golf, basketball, skating, swimming, skiing
- Hot breakfasts, cooking classes
- Educational and career planning
- Building strong relationships with students
- Hand games team practice and competition
- Joining with EW Pratt to have more blended students to increase course and option availability. Many students went to EWP for Phys Ed and other options.



Indigenous Education for Reconciliation

- With the support of the IEC, the school has continued to have smudging/sharing circles with teachers taking the lead on occasion, and students earning credits in a Smudging course.
- Character Education of Tipi Teachings completed (3 credits) has helped us build a more harmonious classroom with high academic and behavioural expectations.
- Hide scraping, tanning, and moccasin making with an elder.
- Orange Shirt Day and MMIP teaching, recognition and acknowledgment.
- Medicine gathering (rat root), medicine walk.
- Trapping lesson, skinning a beaver with an elder.
- Hand games practice and competition really brought us together as a team and built relationships between students and with students and staff.
- Land to table cooking making Elk Lasagna.



Safe and Caring Environment

Breakfast and lunch program - food is always available to any student.

Relationship building - increased clarity about what a student needs to have in place in order to learn.

Flexible with individual circumstances and work around the student's situation.

This is where we excel the most, with all parents agreeing teachers care about their child and that the child is safe at school.

Challenges

- Ongoing student attendance concerns and difficulty maintaining consistent engagement for some learners.
- Supporting students experiencing significant mental health challenges, trauma, grief, and complex personal circumstances.
- Limited access to Wellness supports, as services are currently scheduled on Mondays and Fridays, which tend to have lower student attendance. This has resulted in fewer students being able to access support when they are most present and engaged, suggesting that scheduling Wellness support on higher-attendance days would better meet student needs.
- Balancing academic expectations while meeting the diverse social-emotional needs of students.
- Addressing credit completion gaps for students who entered with interrupted or incomplete learning.
- Managing increasing student needs while maintaining staffing capacity and program flexibility.
- Navigating communication and coordination challenges between schools, families, and external agencies.
- Continuing to build consistent student accountability and motivation while maintaining a supportive outreach approach.

Results of the Successes/Challenges

- Stronger relationships and sense of community and pride in our school.
- Plan to get better contact information upon student registration to ensure we can contact parents, including numbers that can receive text messages.
- Our pacing and quarters system resulted in 7 graduates this year.
- Greater collaboration with EW Pratt school to allow for broader options course offerings.
- Movement of 30 level academic courses to EW Pratt to allow for better class discussion and prepare students to re-enter the classroom in post secondary.
- This was the first year with no junior high students. We did have several asking about coming, we need clearer guidelines for what junior highs can do as an alternative.

EFFECTIVE COMMUNICATION

STRATEGIES

- Messaging out:
 - a. Update and distribute PVO's Handbook each year; post on our website and provide links to the handbook on the school's Facebook page.
 - b. Push pertinent information about school activities, student successes and invitations to students and families using Messenger (email, text and phone), and the school's Facebook page.
 - c. Celebrate successes publicly using HPSD's communication officer, South Peace News, and the school's FB page.
- Inviting in:
 - d. Invite families to participate in PVO events such as Thanksgiving, Christmas and family awards night.
 - e. Find alternative more attractive alternatives to Parent Teacher Interviews which have extremely low attendance (0-2 parents per night).
 - f. Work with the IEC to invite Elders and Knowledge Keepers into the school to share cultural knowledge and traditions.
- Student Involvement in the Community:
 - g. Actively seek out opportunities for students to volunteer/work in the community accessing the skills and resources of the Wellness Coach, the Indigenous Education Coach and the Career Coach.
 - h. Work with elementary school to find opportunities for mentorship or volunteering with the younger students.

• ACCOUNTABILITY PILLAR SURVEY MEASURES

- INCREASE THE NUMBER OF PARENTS WHO COMPLETE THE SURVEY TO A LEVEL WHERE THE RESULTS WILL BE REPORTED.

STRATEGIES

- Meet students where they are; provide an individualized plan for each to reach their goals. Differentiate plans to suit each student's preferred pace, skills, and personal life situation.
- Develop specific Success Plans and Individual Educational Plans for students who need extra support, accessing the expertise of the LST.
- Ensure students are successful in their first few assignments to build confidence.
- Use Knowledge & Employability courses (K&E) as skill-building courses to develop a growth mindset and build upon success.
- Apply formative assessment strategies, particularly in giving timely, specific and descriptive feedback to all students but in particular those who are working offsite.
- Connect regularly with offsite students and families to keep them connected to the school and engaged in schoolwork and activities.
- Offer condensed academic and CTS workshops to support course completion (Red Cross First Aid; Fashion (ribbon skirts, and other one-day projects) for example.
- Support blending with E.W. Pratt for students to access CTS courses we are unable to deliver (Industrial Arts and Cosmetology, and Art for example).
- Address student needs at Collaborative Response Team meetings.
- Make referrals to the HPSD Student Services Team and external student support and mental health experts, as needed.
- Promote the use of the library to encourage reading for pleasure.
- Continue focus on vocabulary development, summarization and goal setting.
- Staff continue to develop professionally to support student learning.

PERFORMANCE MEASURES

- ACCOUNTABILITY PILLAR SURVEY
 - MAINTAIN THE PERCENTAGE OF TEACHERS, PARENTS AND STUDENTS SATISFIED WITH THE OVERALL QUALITY OF BASIC EDUCATION AT 90% OR HIGHER.
- SCHOOL MEASURE
 - INCREASE COURSE COMPLETIONS/CEUS PER STUDENT TO RESTORE TO 2019-2020 LEVELS OF 900 CREDITS PER YEAR..
 - INCREASE LIBRARY CIRCULATION WITH A FOCUS ON READING FOR PLEASURE FROM 2022-2023 LEVEL OF ONLY 12 ITEMS CHECKED OUT TO ONE ITEM FOR EVERY STUDENT REGISTERED.

BOARD OUTCOME: MENTAL HEALTH

INCLUSIVE, WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT

STRATEGIES

- Meet with each family upon registration to develop plans.
- Work closely with Wellness Coach to address all aspects of student wellness with particular emphasis on mental health education and support.
- Access divisional support as needed (psychologist, etc).
- Access and deliver professional development on mental health with a particular focus on effects of trauma on learning and behaviour.
- Each staff member develops relationships with students and families.
- Work with the wellness coach to develop strategies for students to connect not only to staff but to each other.
- Work with the communications officer to engage students in revisiting the school mission and vision; create motto; select school logo and colours.

PERFORMANCE MEASURES

ACCOUNTABILITY PILLAR SURVEY

- - MAINTAIN THE PERCENTAGE OF TEACHERS, PARENTS AND STUDENTS WHO AGREE THAT STUDENTS ARE SAFE AT SCHOOL AND THAT TEACHERS CARE ABOUT THEIR CHILD AT 100%.
 - INCREASE THE PERCENTAGE OF TEACHERS, PARENTS AND STUDENTS WHO AGREE THAT STUDENTS ARE TREATED FAIRLY IN SCHOOL FROM 84% TO OVER 90%.
- HPSD STUDENT SURVEY
 - MAINTAIN PARTICIPATION TO ENSURE STATISTICAL VALIDITY AT 20+ STUDENTS.
 - INCREASE THE PERCENTAGE OF OUR STUDENTS WHO BELIEVE THEY ARE TREATED FAIRLY FROM 83% TO OVER 90%;
 - INCREASE THE PERCENTAGE OF STUDENTS WHO HAVE AT LEAST ONE TEACHER OR ANOTHER ADULT WHO REALLY WANTS THEM TO DO WELL FROM 90% TO 95%;
 - INCREASE THE PERCENTAGE OF STUDENTS WHO FEEL THEY BELONG AT SCHOOL FROM 78% TO OVER 90%;
 - MAINTAIN THE PERCENTAGE OF STUDENTS WHO DON'T AGREE THAT BULLYING IS A COMMON EXPERIENCE AT PVO AT 100%;